

Family and Community Engagement	Yes	No	N/A	Evidence
46. The LEA has a written parent involvement policy developed jointly with parents, agreed on with parents, and distributed to parents.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas / Surveys <input type="checkbox"/> Student handbook <input type="checkbox"/> Other
47. The written parent involvement policy establishes the LEA's expectation for parent involvement and describes how the LEA will:				
(a) Involve parents in jointly developing the LEA's local plan, and in the process of school review and improvement;				<input type="checkbox"/> Parent Involvement Policy Page # _____
(b) Provide coordination, technical assistance, and other support to schools in planning/implementing effective parental involvement activities to improve student academic achievement;				<input type="checkbox"/> Parent Involvement Policy Page # _____
(c) Build schools' and parents' capacity for parental involvement;				<input type="checkbox"/> Parent Involvement Policy Page # _____
(d) Coordinate and integrate Title I-A parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, State-run preschool programs, and Title III language instructional programs. (NA for State Special Schools)				<input type="checkbox"/> Parent Involvement Policy Page # _____
(e) Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served by Title I-A: - Identifying barriers to greater participation in parental involvement activities, (especially for parents economically disadvantaged, disabled, limited English proficient, with limited literacy, or of racial or ethnic minority background); - Using the findings of the evaluation to design strategies for more effective parental involvement; and - Revising, if necessary, the LEA's parental involve. policies				<input type="checkbox"/> Parent Involvement Policy Page # _____
(f) Involve parents in the activities of schools served under Title I-A.				<input type="checkbox"/> Parent Involvement Policy Page # _____
48. The LEA and schools provide training and materials to help parents work with their children to improve student achievement.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas <input type="checkbox"/> Examples of materials
49. If the LEA's Title I allocation is more than \$500,000, parents of children receiving Title I services have been involved in the decisions regarding how the 1% is spent for parent involvement activities, including the promotion of family literacy and parenting skills.				<input type="checkbox"/> Agendas <input type="checkbox"/> Survey Analysis <input type="checkbox"/> Attendance rosters <input type="checkbox"/> Minutes of meetings
50. The LEA's records and policies promote parental and community participation in programs for ELL students.				<input type="checkbox"/> Parent Involvement Policy <input type="checkbox"/> Agendas; translated forms
51. The LEA involves parents and community members in the design, implementation, and evaluation of the Title I program.				<input type="checkbox"/> Minutes/agendas <input type="checkbox"/> Attendance rosters
52. The LEA communicates with parents in simple clear English or in a language parents can understand.				<input type="checkbox"/> Translator / interpreter use <input type="checkbox"/> Documents in parents' lang. <input type="checkbox"/> Other
53. The LEA informs parents and community of student progress and assessment results; LEA performance; and performance by school.				<input type="checkbox"/> Newspaper articles; website <input type="checkbox"/> Agenda/newsletters <input type="checkbox"/> Other
54. Parents of students in all schools receive written notification that they may request information about the qualifications of teachers and paraprofessionals who instruct their child.				<input type="checkbox"/> Letter to parents/handbook <input type="checkbox"/> Website <input type="checkbox"/> Other
55. Parents receive written notification that they have the right to request that their child's name, address and telephone number not be released to a military recruiter without prior written consent.				<input type="checkbox"/> Handbook <input type="checkbox"/> Letters to parents <input type="checkbox"/> Other

1 tion 1003(g) for the approaches described under sub-
2 section (a)(4)(A); and

3 “(B) shall use State administrative funds author-
4 ized under section 1004(a) to establish the statewide
5 system of support described under subsection (a).

6 “(2) RESERVATIONS OF FUNDS BY STATE.—

7 “(A) AWARDS PROGRAM.—For the purpose of car-
8 rying out subsection (b)(1), each State receiving a
9 grant under this part may reserve, from the amount (if
10 any) by which the funds received by the State under
11 subpart 2 for a fiscal year exceed the amount received
12 by the State under that subpart for the preceding fiscal
13 year, not more than 5 percent of such excess amount.

14 “(B) TEACHER AWARDS.—For the purpose of car-
15 rying out subsection (b)(3), a State educational agency
16 may reserve such funds as necessary from funds made
17 available under section 2113.

18 “(3) USE WITHIN 3 YEARS.—Notwithstanding any
19 other provision of law, the amount reserved under subpara-
20 graph (A) by a State for each fiscal year shall remain avail-
21 able to the State until expended for a period not exceeding
22 3 years receipt of funds.

23 “(4) SPECIAL ALLOCATION RULE FOR SCHOOLS IN
24 HIGH-POVERTY AREAS.—

25 “(A) IN GENERAL.—Each State shall distribute
26 not less than 75 percent of any amount reserved under
27 paragraph (2)(A) for each fiscal year to schools de-
28 scribed in subparagraph (B), or to teachers consistent
29 with subsection (b)(3).

30 “(B) SCHOOL DESCRIBED.—A school described in
31 subparagraph (A) is a school whose student population
32 is in the highest quartile of schools statewide in terms
33 of the percentage of children from low income families.

34 “SEC. 1118. PARENTAL INVOLVEMENT.

35 “(a) LOCAL EDUCATIONAL AGENCY POLICY.—

1 “(1) IN GENERAL.—A local educational agency may
2 receive funds under this part only if such agency imple-
3 ments programs, activities, and procedures for the involve-
4 ment of parents in programs assisted under this part con-
5 sistent with this section. Such programs, activities, and
6 procedures shall be planned and implemented with mean-
7 ingful consultation with parents of participating children.

8 “(2) WRITTEN POLICY.—Each local educational agen-
9 cy that receives funds under this part shall develop jointly
10 with, agree on with, and distribute to, parents of partici-
11 pating children a written parent involvement policy. The
12 policy shall be incorporated into the local educational agen-
13 cy’s plan developed under section 1112, establish the agen-
14 cy’s expectations for parent involvement, and describe how
15 the agency will—

16 “(A) involve parents in the joint development of
17 the plan under section 1112, and the process of school
18 review and improvement under section 1116;

19 “(B) provide the coordination, technical assist-
20 ance, and other support necessary to assist partici-
21 pating schools in planning and implementing effective
22 parent involvement activities to improve student aca-
23 demic achievement and school performance;

24 “(C) build the schools’ and parents’ capacity for
25 strong parental involvement as described in subsection
26 (e);

27 “(D) coordinate and integrate parental involve-
28 ment strategies under this part with parental involve-
29 ment strategies under other programs, such as the
30 Head Start program, Reading First program, Early
31 Reading First program, Even Start program, Parents
32 as Teachers program, and Home Instruction Program
33 for Preschool Youngsters, and State-run preschool pro-
34 grams;

35 “(E) conduct, with the involvement of parents, an
36 annual evaluation of the content and effectiveness of

1 the parental involvement policy in improving the aca-
2 demic quality of the schools served under this part, in-
3 cluding identifying barriers to greater participation by
4 parents in activities authorized by this section (with
5 particular attention to parents who are economically
6 disadvantaged, are disabled, have limited English pro-
7 ficiency, have limited literacy, or are of any racial or
8 ethnic minority background), and use the findings of
9 such evaluation to design strategies for more effective
10 parental involvement, and to revise, if necessary, the
11 parental involvement policies described in this section;
12 and

13 “(F) involve parents in the activities of the schools
14 served under this part.

15 “(3) RESERVATION.—

16 “(A) IN GENERAL.—Each local educational agency
17 shall reserve not less than 1 percent of such agency’s
18 allocation under subpart 2 of this part to carry out this
19 section, including promoting family literacy and par-
20 enting skills, except that this paragraph shall not apply
21 if 1 percent of such agency’s allocation under subpart
22 2 of this part for the fiscal year for which the deter-
23 mination is made is \$5,000 or less.

24 “(B) PARENTAL INPUT.—Parents of children re-
25 ceiving services under this part shall be involved in the
26 decisions regarding how funds reserved under subpara-
27 graph (A) are allotted for parental involvement activi-
28 ties.

29 “(C) DISTRIBUTION OF FUNDS.—Not less than 95
30 percent of the funds reserved under subparagraph (A)
31 shall be distributed to schools served under this part.

32 “(b) SCHOOL PARENTAL INVOLVEMENT POLICY.—

33 “(1) IN GENERAL.—Each school served under this
34 part shall jointly develop with, and distribute to, parents of
35 participating children a written parental involvement policy.
36 agreed on by such parents, that shall describe the means

1 for carrying out the requirements of subsections (c)
2 through (f). Parents shall be notified of the policy in an
3 understandable and uniform format and, to the extent
4 practicable, provided in a language the parents can under-
5 stand. Such policy shall be made available to the local com-
6 munity and updated periodically to meet the changing
7 needs of parents and the school.

8 “(2) SPECIAL RULE.—If the school has a parental in-
9 volvement policy that applies to all parents, such school
10 may amend that policy, if necessary, to meet the require-
11 ments of this subsection.

12 “(3) AMENDMENT.—If the local educational agency in-
13 volved has a school district-level parental involvement policy
14 that applies to all parents, such agency may amend that
15 policy, if necessary, to meet the requirements of this sub-
16 section.

17 “(4) PARENTAL COMMENTS.—If the plan under sec-
18 tion 1112 is not satisfactory to the parents of participating
19 children, the local educational agency shall submit any par-
20 ent comments with such plan when such local educational
21 agency submits the plan to the State.

22 “(c) POLICY INVOLVEMENT.—Each school served under
23 this part shall—

24 “(1) convene an annual meeting, at a convenient time,
25 to which all parents of participating children shall be in-
26 vited and encouraged to attend, to inform parents of their
27 school’s participation under this part and to explain the re-
28 quirements of this part, and the right of the parents to be
29 involved;

30 “(2) offer a flexible number of meetings, such as meet-
31 ings in the morning or evening, and may provide, with
32 funds provided under this part, transportation, child care,
33 or home visits, as such services relate to parental involve-
34 ment;

35 “(3) involve parents, in an organized, ongoing, and
36 timely way, in the planning, review, and improvement of

1 programs under this part, including the planning, review,
2 and improvement of the school parental involvement policy
3 and the joint development of the schoolwide program plan
4 under section 1114(b)(2), except that if a school has in
5 place a process for involving parents in the joint planning
6 and design of the school's programs, the school may use
7 that process, if such process includes an adequate represen-
8 tation of parents of participating children;

9 “(4) provide parents of participating children—

10 “(A) timely information about programs under
11 this part;

12 “(B) a description and explanation of the cur-
13 riculum in use at the school, the forms of academic as-
14 sessment used to measure student progress, and the
15 proficiency levels students are expected to meet; and

16 “(C) if requested by parents, opportunities for reg-
17 ular meetings to formulate suggestions and to partici-
18 pate, as appropriate, in decisions relating to the edu-
19 cation of their children, and respond to any such sug-
20 gestions as soon as practicably possible; and

21 “(5) if the schoolwide program plan under section
22 1114(b)(2) is not satisfactory to the parents of partici-
23 pating children, submit any parent comments on the plan
24 when the school makes the plan available to the local edu-
25 cational agency.

26 (d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACA-
27 DEMIC ACHIEVEMENT.—As a component of the school-level pa-
28 rental involvement policy developed under subsection (b), each
29 school served under this part shall jointly develop with parents
30 for all children served under this part a school-parent compact
31 that outlines how parents, the entire school staff, and students
32 will share the responsibility for improved student academic
33 achievement and the means by which the school and parents
34 will build and develop a partnership to help children achieve the
35 State's high standards. Such compact shall—



1 (1) describe the school's responsibility to provide high-
2 quality curriculum and instruction in a supportive and ef-
3 fective learning environment that enables the children
4 served under this part to meet the State's student academic
5 achievement standards, and the ways in which each parent
6 will be responsible for supporting their children's learning,
7 such as monitoring attendance, homework completion, and
8 television watching; volunteering in their child's classroom;
9 and participating, as appropriate, in decisions relating to
10 the education of their children and positive use of extra-
11 curricular time; and

12 (2) address the importance of communication between
13 teachers and parents on an ongoing basis through, at a
14 minimum—

15 (A) parent-teacher conferences in elementary
16 schools, at least annually, during which the compact
17 shall be discussed as the compact relates to the indi-
18 vidual child's achievement;

19 (B) frequent reports to parents on their children's
20 progress; and

21 (C) reasonable access to staff, opportunities to vol-
22 unteer and participate in their child's class, and obser-
23 vation of classroom activities.

24 "(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure
25 effective involvement of parents and to support a partnership
26 among the school involved, parents, and the community to im-
27 prove student academic achievement, each school and local edu-
28 cational agency assisted under this part—

29 "(1) shall provide assistance to parents of children
30 served by the school or local educational agency, as appro-
31 priate, in understanding such topics as the State's aca-
32 demic content standards and State student academic
33 achievement standards, State and local academic assess-
34 ments, the requirements of this part, and how to monitor
35 a child's progress and work with educators to improve the
36 achievement of their children;

1 “(2) shall provide materials and training to help par-
2 ents to work with their children to improve their children’s
3 achievement, such as literacy training and using tech-
4 nology, as appropriate, to foster parental involvement;

5 “(3) shall educate teachers, pupil services personnel,
6 principals, and other staff, with the assistance of parents,
7 in the value and utility of contributions of parents, and in
8 how to reach out to, communicate with, and work with par-
9 ents as equal partners, implement and coordinate parent
10 programs, and build ties between parents and the school;

11 “(4) shall, to the extent feasible and appropriate, co-
12 ordinate and integrate parent involvement programs and
13 activities with Head Start, Reading First, Early Reading
14 First, Even Start, the Home Instruction Programs for Pre-
15 school Youngsters, the Parents as Teachers Program, and
16 public preschool and other programs, and conduct other ac-
17 tivities, such as parent resource centers, that encourage
18 and support parents in more fully participating in the edu-
19 cation of their children;

20 “(5) shall ensure that information related to school
21 and parent programs, meetings, and other activities is sent
22 to the parents of participating children in a format and, to
23 the extent practicable, in a language the parents can under-
24 stand;

25 “(6) may involve parents in the development of train-
26 ing for teachers, principals, and other educators to improve
27 the effectiveness of such training;

28 “(7) may provide necessary literacy training from
29 funds received under this part if the local educational agen-
30 cy has exhausted all other reasonably available sources of
31 funding for such training;

32 “(8) may pay reasonable and necessary expenses asso-
33 ciated with local parental involvement activities, including
34 transportation and child care costs, to enable parents to
35 participate in school-related meetings and training sessions;

1 “(9) may train parents to enhance the involvement of
2 other parents;

3 “(10) may arrange school meetings at a variety of
4 times, or conduct in-home conferences between teachers or
5 other educators, who work directly with participating chil-
6 dren, with parents who are unable to attend such con-
7 ferences at school, in order to maximize parental involve-
8 ment and participation;

9 “(11) may adopt and implement model approaches to
10 improving parental involvement;

11 “(12) may establish a districtwide parent advisory
12 council to provide advice on all matters related to parental
13 involvement in programs supported under this section;

14 “(13) may develop appropriate roles for community-
15 based organizations and businesses in parent involvement
16 activities; and

17 “(14) shall provide such other reasonable support for
18 parental involvement activities under this section as parents
19 may request.

20 “(f) ACCESSIBILITY.—In carrying out the parental involve-
21 ment requirements of this part, local educational agencies and
22 schools, to the extent practicable, shall provide full opportuni-
23 ties for the participation of parents with limited English pro-
24 ficiency, parents with disabilities, and parents of migratory
25 children, including providing information and school reports re-
26 quired under section 1111 in a format and, to the extent prac-
27 ticable, in a language such parents understand.

28 “(g) INFORMATION FROM PARENTAL INFORMATION AND
29 RESOURCE CENTERS.—In a State where a parental informa-
30 tion and resource center is established to provide training, in-
31 formation, and support to parents and individuals who work
32 with local parents, local educational agencies, and schools re-
33 ceiving assistance under this part, each local educational agen-
34 cy or school that receives assistance under this part and is lo-
35 cated in the State shall assist parents and parental organiza-

1 tions by informing such parents and organizations of the exist-
2 ence and purpose of such centers.

3 “(h) REVIEW.—The State educational agency shall review
4 the local educational agency’s parental involvement policies and
5 practices to determine if the policies and practices meet the re-
6 quirements of this section.

7 **“SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARA-**
8 **PROFESSIONALS.**

9 “(a) TEACHER QUALIFICATIONS AND MEASURABLE OB-
10 JECTIVES.—

11 “(1) IN GENERAL.—Beginning with the first day of
12 the first school year after the date of enactment of the No
13 Child Left Behind Act of 2001, each local educational
14 agency receiving assistance under this part shall ensure
15 that all teachers hired after such day and teaching in a
16 program supported with funds under this part are highly
17 qualified.

18 “(2) STATE PLAN.—As part of the plan described in
19 section 1111, each State educational agency receiving as-
20 sistance under this part shall develop a plan to ensure that
21 all teachers teaching in core academic subjects within the
22 State are highly qualified not later than the end of the
23 2005–2006 school year. Such plan shall establish annual
24 measurable objectives for each local educational agency and
25 school that, at a minimum—

26 “(A) shall include an annual increase in the per-
27 centage of highly qualified teachers at each local edu-
28 cational agency and school, to ensure that all teachers
29 teaching in core academic subjects in each public ele-
30 mentary school and secondary school are highly quali-
31 fied not later than the end of the 2005–2006 school
32 year;

33 “(B) shall include an annual increase in the per-
34 centage of teachers who are receiving high-quality pro-
35 fessional development to enable such teachers to be-



C. LEA RESPONSIBILITIES

General

C-1. Are the parental involvement provisions in section 1118 of the ESEA applicable to LEAs?

Yes. An LEA may receive funds under Title I, Part A only if the LEA implements programs, activities, and procedures for the involvement of parents in Title I, Part A programs that are consistent with the requirements of section 1118. LEAs must plan and implement these programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs. [Section 1118(a), ESEA.]

C-2. What is the basic parental involvement requirement under Title I, Part A for LEAs?

Each LEA that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA's expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. [Section 1118(a)(2), ESEA.]

If the LEA already has a district-level parental involvement policy that applies to all parents, the LEA may amend that existing policy, if necessary, to meet the requirements of section 1118. [Section 1118(b)(3), ESEA.]

C-3. What specific information must an LEA's written parental involvement policy contain?

An LEA's written parental involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will—

- Involve parents in jointly developing the LEA's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as

Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs;

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including—
 - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - Using the findings of the evaluation to design strategies for more effective parental involvement;
 - Revising, if necessary, the LEA's parental involvement policies; and
- Involve parents in the activities of schools served under Title I, Part A. *[Section 1118(a)(2), ESEA.]* [For more detailed information see Appendix D for a sample template of a District wide Parental Involvement Policy.]

C-4. What is the relationship between the local plan an LEA submits to its SEA and the LEA's written parental involvement policy?

An LEA must incorporate its written parental involvement policy (developed in accordance with section 1118) into its local plan (developed under section 1112 of the ESEA), which is submitted to its SEA. *[Section 1118(a)(2), ESEA.]* If the LEA's plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments, along with the LEA's plan, to the SEA. *[Section 1118(b)(4), ESEA.]*

C-5. What other information related to parents must an LEA include in its local plan under section 1112?

An LEA must describe in its local plan (developed under section 1112 of the ESEA) how the LEA will coordinate its Title I, Part A program with programs under Title II of the ESEA to provide professional development to teachers and principals, and, if appropriate, to parents and other staff. *[Section 1112(b)(1)(D), ESEA.]*

C-6. What information must LEAs provide parents about the teachers and paraprofessionals who work with their children?

At the beginning of each school year, LEAs must inform parents of each student attending a Title I, Part A school of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children in an understandable and uniform format, including

alternative formats upon request, and, “to the extent practicable,” in a language that parents understand. [See A-8, A-9 and A-10 for additional information on communicating with parents; Appendix B for a list of the key notification requirements; and for information on paraprofessionals in Title I, Part A programs, see the Title I Paraprofessionals Non-Regulatory Guidance at: <http://www.ed.gov/policy/elsec/guid/paraguidance.pdf>.] (Section 1111(h)(6) and (C), ESEA, Sections 200.61 (a)(1) and (2) of the Title I Regulations.)

C-7. What information must LEAs provide to parents in the LEA report card about the performance of their child’s school to assist parents in making decisions about their children’s education?

Similar to State report cards, LEA report cards must include information related to the data elements (assessment, accountability, and teacher quality) as it applies to the LEA as a whole and as it applies to each school served by the LEA. Individual school report cards are not required, but information about each school must be included in the LEA report card. Example charts with all the required assessment data elements at the LEA and school level are provided in Tables 4 and 5 of the Report Cards, Title I, Part A Non-Regulatory Guidance available at: <http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>.] The information in the report cards must be in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents understand. [Section 1111(h)(2) and (E), ESEA.]

C-8. What information must all LEAs receiving Title I, Part A funds provide to parents of limited English proficient students?

LEAs receiving Title I, Part A funds must implement effective means of outreach to parents of limited English proficient students to inform those parents of how the parents –

- can be involved in the education of their children; and
- be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students.

LEAs’ outreach to parents of limited English proficient students must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of Title I, Part A students. [Section 1112(g)(4), ESEA.]

C-9. What notice and information must LEAs with Title I, Part A-funded language instruction educational programs provide to parents of limited English proficient students?

LEAs using Title I, Part A funds to provide a language instruction educational program (as defined in Part C of Title III of the ESEA) must provide the following information to a parent or parents of limited English proficient children identified for participation or participating in such a program:

- the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is or will be participating will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for the program if Title I, Part A funds are used for children in secondary schools;
- in the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973 (section 504);
- information pertaining to parental rights, including written guidance—
 - detailing the option that parents have a right to decline enrollment in a language instructional program and to choose another program or method of instruction if available,

- detailing the right that parents have to remove their child immediately from the program upon the parents' request, and
- assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- These notice requirements also apply to a language instruction educational program funded under Part A of Title III. *[Section 3303, ESEA.]*
- The notice and information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. *[Section 1112(g)(2), ESEA]*

LEAs must provide the above information to parents not later than 30 days after the beginning of the school year for those children identified before the beginning of the school year as limited English proficient. For children identified after the beginning of the school year as limited English proficient, LEAs must provide the above information to parents within the first 2 weeks of the child being placed in a language instruction educational program.

In addition, if a language instruction educational program has not made progress on the annual measurable achievement objectives under section 3122 of the ESEA, the eligible entity using the Title I, Part A funds must provide separate notification to parents of a child identified for participation in, or participating in, that program to inform them of that failure not later than 30 days after the failure occurs. *[Section 1112(g)(1), (2), and (3), ESEA.]*

C-10. What information must LEAs provide to parents of a child with a disability who is in a language instruction educational program?

In the case of a child with a disability who is in a language instruction educational program, parents must be notified, not later than 30 days after the beginning of the school year, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA or the child's individualized services under Section 504. *[Section 1112(g)(1)(A)(i), ESEA.]*

C-11. Do parents of private school children in Title I, Part A programs have the right to equitable participation in parental involvement activities?

Yes. Under the equitable participation provisions of Title I, Part A, an LEA must provide eligible children enrolled in private elementary and secondary schools, on an equitable basis, special education services and other benefits under Title I, Part A, including parental involvement services and activities, that are comparable to the services and benefits provided to their public school counterparts. The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in the participating public school attendance areas.

As part of complying with this requirement, an LEA must provide equitable services to parents of private school participants from the funds set aside for this purpose. Activities for the parents of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and conducted either in conjunction with the LEA's parental involvement activities or independently. Activities that LEAs can provide parents that will assist private school students in achieving high academic standards include a written agreement between the LEA and parents of private school participants regarding the responsibilities of the LEA and parents in the Title I program, parent meetings, communication between the Title I teachers and parents on students' academic progress, parent-teacher conferences, and parent education. *[Section 200.65(a)(2) of the Title I Regulations and Section 1120, ESEA.]*

C-12. What responsibilities do LEAs have to parents with respect to complaint procedures relating to violations of Title I, Part A requirements?

SEAs must adopt written procedures, consistent with State law, for receiving and resolving any complaint from an organization or individual that the SEA, LEA or other agency, or consortium of agencies, is violating a Federal statute or regulation that applies to the Title I, Part A program, such as the school accountability or parental involvement provisions. The SEA's procedures must contain a requirement that LEAs disseminate, free of charge, adequate information about the complaint procedures to parents of students, and appropriate private school officials or representatives. *[General Provisions Regulations, at 34 CFR Sections 299.10 – 299.12.]*

LEA Funding for Parental Involvement

C-13. What funds must an LEA reserve for parental involvement activities under section 1118?

An LEA that receives a Title I, Part A allocation of greater than \$500,000 must reserve not less than one percent of its Title I, Part A allocation to carry out the provisions of section 1118, including promoting family literacy and parenting skills. The percentage reserved for parental involvement must be calculated on the basis of the LEA's total Title I, Part A allocation. *[Section 1118(a)(3)(A), ESEA.]*

C-14. Do the parental involvement requirements of section 1118 apply to LEAs with a Title I, Part A allocation of \$500,000 or less?

Yes. LEAs with a Title I, Part A allocation of \$500,000 or less must carry out the provisions of section 1118, but are not required to reserve any specific amount from their Title I, Part A allocation to do so. *[Section 1118(a)(3), ESEA.]*

C-15. How does an LEA determine the amount of funds to be used for parental involvement activities for parents of private school children participating in Title I, Part A activities?

An LEA must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A activities from the amount the LEA has reserved for parental involvement. These funds must be reserved by the LEA before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas. *[Sections 200.65 and 200.77 of the Title I Regulations.]*

EXAMPLE OF EQUITABLE SERVICES CALCULATION RELATED TO PARENTAL INVOLVEMENT FOR FAMILIES OF PRIVATE SCHOOL CHILDREN

An LEA reserves one and a half percent (\$90,000) of its Title I allocation of \$6,000,000 for parental involvement activities. (Note that this is more than the required minimum of one percent.) The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus five percent of the \$90,000 reservation, or \$4,500, is available for parental involvement activities for parents of private school participants. The parental involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the LEA may conduct these activities independently or in conjunction with the LEA's regular parental involvement activities.

C-16. What amount of funds must an LEA allot to schools for parental involvement activities under section 1118?

An LEA with an allocation in excess of \$500,000 first must determine the percentage of its Title I allocation that it wishes to reserve for parental involvement activities under section 1118. That percentage must be at least one percent of the LEA's Title I allocation, and may be more. The LEA then must set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas, as explained in C-15 and the example following C-15. The LEA then must distribute to its public schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the LEA level. *[See C-17 for a discussion of how the LEA may allocate the funds among its public schools.] [Section 1118(a)(3)(C), ESEA.]*

EXAMPLE: CALCULATION OF LEA'S DISTRIBUTION OF FUNDS TO SCHOOLS FOR PARENTAL INVOLVEMENT ACTIVITIES:

LEA's total Title I allocation	\$6,000,000
Parental involvement reservation (1%) (.01 x \$6,000,000)	\$ 60,000
(.05 (percentage of private school children) <u>Private school</u> set-aside for parents x \$60,000 (amount LEA reserved for parental involvement))	\$ 3,000
Amount remaining (\$60,000 - \$3,000)	\$ 57,000
<u>Public school</u> distribution (95% (required minimum distribution percentage) x \$57,000)	\$ 54,150
Balance available for LEA-level parental involvement activities (\$57,000 - \$54,150)	\$ 2,850

- C-17. On what basis may an LEA distribute to schools served under Title I, Part A, the funds it has reserved for schools to carry out the parental involvement provisions of section 1118?**

In distributing the amount of funds the LEA reserves for schools to carry out the parental involvement provisions of section 1118, an LEA may use the same formula it uses to determine the per-pupil allocations for those schools or it may distribute those funds in another manner. An LEA may use any one of or a combination of factors; for example, it may choose to allocate funds to schools in improvement status; base its allocation on the results of the LEA's annual evaluation of parental involvement activities; or make use of the SEA's annual adequate yearly progress review of how its LEAs are carrying out their responsibilities for activities under section 1118.

- C-18. What input do parents have in how an LEA allots to schools the funds the LEA has reserved for parental involvement?**

The LEA must involve parents of Title I, Part A participating children in decisions about how it allots to schools the funds the LEA has reserved for parental involvement activities. The involvement of parents should be in a manner consistent with the definition of parental involvement (A-1). In terms of process and representation, an LEA may choose to use its district-wide parent advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to Title I, Part A programs. [Section 1118(a)(3)(B) and 1118(e)(12), ESEA.]

- C-19. If an LEA reserves more than the required one percent of its Title I, Part A funds for parental involvement, must 95 percent of the entire amount reserved be distributed to schools served under Title I, Part A?**

No. The LEA may retain for district-wide parental involvement activities the full amount of any Title I, Part A funds reserved for that purpose in excess of the required one percent. However, the requirement to allocate an equitable amount for

the involvement of private school parents (as described in C-15) applies to the entire amount set-aside. [Section 1118(a)(3)(C), ESEA.]

LEA Responsibilities for School Improvement

C-20. In reviewing annually the progress of each school, what must an LEA communicate to parents, teachers, principals, schools, and the community?

An LEA must publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student academic achievement standards.

In addition, an LEA must review and publicize the effectiveness of the actions and activities its schools are carrying out in Title I, Part A programs with respect to parental involvement, professional development, and other activities assisted under Title I, Part A. [Section 1116(a)(1)(D), ESEA.]

C-21. What is an LEA responsible for communicating to parents of the children of a school identified for school improvement, for corrective action, or for restructuring?

If an LEA identifies a school for improvement, for corrective action, or for restructuring, the LEA must, promptly following identification, provide a notice to a parent or parents of each student enrolled in the school, in a manner consistent with A-8 and A-9, that—

- explains what the identification means, and how the school compares academically to other schools served by the LEA and the SEA involved;
- identifies the reasons for the identification;
- provides an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- explains the parent's option to transfer his or her child to another public school, with transportation provided by the LEA, or to obtain supplemental educational services for the child. [Section 1116(b)(6), ESEA.]

The notification must provide parents with enough relevant information to help them decide what is best for their child. The LEA—

- must inform parents about the academic achievement of students at the school or schools to which their child may transfer;

- may choose to include a description of the special academic programs, and facilities, and before- or after-school programs available at those schools;
- may include the professional qualifications of teachers in the core academic subjects, and
- may identify parental involvement opportunities. *[Section 200.37(b), Title I Regulations.]*

Because an LEA must provide choice to students in eligible schools not later than the first day of the school year, notice to parents should occur well before that date.

C-22. What information about actions taken to address problems that led to a school's identification for school improvement, for corrective action, or for restructuring must an LEA provide to both parents and the public?

In addition to providing school improvement information (see C-21) to the parents of each student in the school, an LEA must publish and disseminate, to both parents and the public, information explaining—

- what the school is doing to address the problem of low achievement;
- what the LEA or the SEA is doing to help the school address the problem; and
- if applicable, a description of specific corrective actions or restructuring plans. *[Section 1116(b)(6), ESEA, and Section 200.38, Title I Regulations.]*

C-23. What opportunities do the principal and parents of a school have to present evidence if they believe that the elementary or secondary school proposed for identification for improvement, for corrective action, or for restructuring has been identified in error?

If the principal or a majority of parents of the students enrolled in the school believe that the school has been proposed for identification for school improvement, corrective action, or restructuring in error because of statistical or other substantive reasons, the principal may provide supporting evidence to the LEA for consideration prior to a final determination. The LEA must make a final public determination of the status of the school with respect to identification not later than 30 days after it has provided the school with an opportunity to review the school-level data. *[Section 1116(b)(2), ESEA.]*

C-24. What responsibility does an LEA have regarding the school improvement plan of an identified school?

An LEA must approve the plan, which the school must develop or revise after the school has been identified for improvement. The school plan must be developed or

revised in consultation with parents, school staff, along with the LEA serving the school, and outside experts not later than 3 months after the school is identified and must cover a 2-year period. *[Section 1116(b)(3), ESEA.]*

C-25. What responsibility does an LEA have for providing technical assistance related to parental involvement to a school identified for school improvement?

An LEA is responsible for ensuring that technical assistance is provided during the entire two-year period to each school identified for school improvement as the school develops and implements its improvement, and that the technical assistance is based on scientifically-based research (SBR). The LEA must provide specific technical assistance that includes help with analyzing data from the assessments, and other examples of student work, to identify and address problems in instruction, and problems, if any, in implementing the parental involvement requirements in section 1118 and the professional development requirements in section 1119. *[Section 1116(b)(4), ESEA.]*

C-26. What responsibilities to parents does an LEA have with respect to supplemental educational services?

If a Title I school is identified for improvement, or corrective action, or for restructuring, the LEA serving that school must arrange to provide supplemental educational services to eligible children in the school. The provider of supplemental educational services must have a demonstrated record of effectiveness, and be selected by the child's parent from a list of providers as retained by the SEA in accordance with reasonable criteria that the SEA has adopted. An LEA must:

- provide, at a minimum, annual notice to parents (in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand) of: (1) the availability of the supplemental educational services; (2) the identity of the approved providers that are within the LEA or whose services are reasonably available in neighboring LEAs; and (3) a brief description of the services, qualifications, and demonstrated effectiveness of each provider;
- if requested, assist parents in choosing a provider from the list;
- apply fair and equitable procedures for selecting students to be served if the number of spaces at approved providers is not sufficient;
- not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student. *[Section 1116(e)(2), ESEA.]* [For additional information see the Supplemental Educational Services Non-

Regulatory Guidance at:
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf>

C-27. What responsibilities does an LEA have to parents of the children in a school that is in the restructuring phase of school improvement?

If an LEA identifies a school for restructuring, which means a major reorganization of the school's governance arrangement, the LEA must provide both parents and teachers with—

- Prompt notice;
- An opportunity to comment before any action under the restructuring plan takes place; and
- An opportunity to participate in the development of any restructuring plans. [Section 1116(b)(8)(C), ESEA; Section 200.43, Title I Regulations.]

D. SCHOOL RESPONSIBILITIES

School-level Parental Involvement Policies and Funding

D-1. What written parental involvement policies must Title I, Part A schools develop?

Each school must develop, jointly with parents of children participating in Title I, Part A services, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in section 1118(c) – (f), including the development of a school-parent compact. If the school already has a parental involvement policy that applies to all parents, the school may amend that existing policy, if necessary, to meet the requirements of section 1118(b). Schools must update these policies periodically to meet the changing needs of parents and the school. [See Appendix D for a sample template of a District-Wide Parental Involvement Policy.] [Section 1118(b), ESEA.]

D-2. What notification and dissemination requirements apply for school parental involvement policies?

Each school served under Title I, Part A must notify parents of its written parental involvement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand. In addition, each school must make its written parental involvement policy available to the local community. [For further information on required notices, see Appendix B and see A-8, A-9 and A-10 for additional information about language requirements and alternative formats.] [Section 1118(b)(1), ESEA.]

- D-3. What information do the parents' "right-to-know" provisions require schools to provide parents about the qualifications of teachers of their children who are not highly qualified?**

Title I, Part A schools must give each parent timely notice when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. [Section 1111(h)(6)(B)(ii), ESEA.] The term "highly qualified" for this purpose is defined in section 200.56 of the Title I regulations (67 Fed. Reg. 71730, December 2, 2002), available at:

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>.]

- D-4. How must schools involve parents to improve Title I, Part A programs?**

Schools served under Title I, Part A must involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including—

- The planning, review, and improvement of the school parental involvement policy; and
- The joint development of any schoolwide program plan under section 1114(b)(2). [Section 1118(c)(3), ESEA.]

If a school already has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process so long as it includes an adequate representation of parents of children participating in Title I, Part A programs. [Section 1118(c)(3), ESEA.]

- D-5. What meetings must schools hold to inform parents about Title I, Part A programs and parental involvement?**

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. [Section 1118(c)(1) and (2), ESEA.]

- D-6. What information and opportunities must schools provide parents of children participating in Title I, Part A programs?**

Schools served under Title I, Part A must provide to parents of participating children, in a timely manner, information about the programs funded by Title I, Part A. That information must include—

- A description and explanation of the school's curriculum;

- Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.

Upon the request of parents, schools must provide—

- Opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

The school must respond to any such suggestions as soon as practicably possible.
[Section 1118(c)(4), ESEA.]

D-7. Which parents are eligible to participate in parent involvement activities in a schoolwide program school?

The purpose of a schoolwide program is to improve academic achievement throughout a high-poverty school (one in which at least 40% of the students are from low-income families) so that *all* students, *but particularly the lowest-achieving students*, demonstrate proficiency related to the State's academic standards. [Section 200.25(a), Title I Regulations.] In other words, a schoolwide program is an alternative to a targeted assistance program under Title I to raise the achievement of the lowest-achieving students.

Parent involvement is very important in a schoolwide program. In fact, one of the components of a schoolwide program requires the school to employ strategies to increase parental involvement. [Section 1114(b)(1)(F), ESEA.] Consistent with the purpose stated above, *all* parents in a schoolwide program school are eligible to participate in parent involvement activities. However, given that the focus of a schoolwide program is to raise the achievement of the lowest-achieving students, a schoolwide program school should ensure that its parent involvement activities include the parents of the lowest-achieving students in order that they may better assist in the education of their child.

Shared Responsibility for High Student Academic Achievement

D-8. What is a "school-parent" compact?

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the

children achieve to the State's high academic standards. [Section 1118(d)], ESEA.] [See Appendix E for a sample template of a school-parent compact.]

D-9. What must a “school-parent” compact include?

The school-parent compact must describe—

1. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the State's student academic achievement standards;
2. Ways in which parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
3. The importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - Frequent reports to parents on their child's progress; and
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. [Section 1118(d), ESEA.] [See Appendix E for a sample template of a school-parent compact.]

D-10. What information must a school provide to parents about their child's level of achievement on the State academic assessment?

Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them on their child's level of achievement on the State's assessments in at least reading/language arts, and math. [Section 1111(h)(6)(B)(i), ESEA.] This report may be covered by the SEA reports on individual student academic assessments described in B-6.

Schools in Improvement, Corrective Action, or Restructuring

D-11. Must an LEA pay for or provide transportation to service providers?

No. An LEA may provide transportation to service providers, but is not required to do so under the law. In addition, the costs of such transportation may not be used to satisfy the 5 percent minimum expenditure requirement for supplemental

According to the guidance, LEAs have considerable discretion in deciding how to distribute the parental involvement funds to schools. For instance, districts may allocate these funds based on the proportion of each school's Title I allocation, its school improvement status, the LEA's annual evaluation of parental involvement activities or the SEA's AYP determinations for each school. The guidance also requires that LEAs involve parents in decisions about how they allot these funds to schools.

Finally, in deciding how these funds are spent on either the school or district level, parents of Title I students must be involved in the decisions.

ED monitoring has revealed that LEAs frequently misunderstand the requirements to use some funds for private school parents and to allocate 95 percent of the required 1 percent parental involvement reservation to schools.

B. Written Policy

Each LEA must develop and distribute to parents a written parental involvement policy saying how it will support the involvement of parents. ED's parental involvement guidance from 2004 provides a helpful sample template of an acceptable district-wide parental involvement policy, although federal law does not mandate a specific format. This policy must be developed jointly with parents and agreed upon by them. The policy becomes part of the LEA plan submitted to the state. (If parents object to the LEA's overall plan, their comments must be included when the LEA submits its plan to the SEA.) If an LEA has a parental involvement plan for all parents, the LEA may simply amend that plan to meet the Title I standard.

The LEA must review the policy on an annual basis to determine whether the parental involvement plan increased the academic quality of the school.

In the same fashion, each Title I school must develop and distribute its own written parental involvement policy. This policy must specify that the school will:

- Convene an *annual meeting* to explain the Title I program to parents and inform them of their right to be involved in the program;
- Offer a flexible number of meetings (the school may use Title I funds to pay *related expenses*, such as child care, transportation or home visits);
- Involve parents, "in an organized, ongoing and timely way," in *planning, review and improvement* of Title I programs;
- Provide *timely information* about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, respond promptly to parent suggestions and (if requested) provide opportunities for regular meetings where parents can provide input; and
- Provide parents with an opportunity to submit *dissenting views* to the LEA if a school's schoolwide program plan is not acceptable to them.

As with the LEA plan, if a school already has a plan for involving all parents, it may amend that plan to meet Title I requirements, rather than develop a separate plan just for Title I.

It should be emphasized that the school policy must be developed by the *school*, with full involvement of parents. ED monitoring has revealed that some schools simply adopt an LEA-developed policy without any effort to create a policy tailored for the specific needs of the school. This is not permissible under the statute.

C. Building Capacity for Involvement

Policy involvement is only one facet of parental involvement under Title I. Each LEA and school must strive to build the capacity of parents to help their children achieve to high standards. The law lists 14 activities (see Fig. 6-2), six of which are mandatory (“shall”) and eight permissive (“may”).

Fig. 6-2
Building Parents' Capacity for Involvement —
Title I LEA and School Requirements

Each LEA and School Shall Provide —

1. *Program Information for Parents* — Each LEA and school *shall* provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.
2. *Materials and Training* — Each LEA and school *shall* provide materials and training, such as literacy training and training on how to use technology, to help parents work with their children to improve achievement.
3. *Educate Educators* — Each LEA and school *shall* educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
4. *Preschool Coordination* — Each LEA and school *shall*, “to the extent feasible and appropriate,” coordinate and integrate parental involvement programs with Head Start, Even Start and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. *Understandable Communication* — Each LEA and school *shall* ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
6. *Other Requested Activities* — Each LEA and school *shall* provide such other reasonable support for parental involvement activities as parents may request.

Each LEA and School May Provide —

1. *Input on Professional Development* — Each LEA and school *may* involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

(continued on next page)